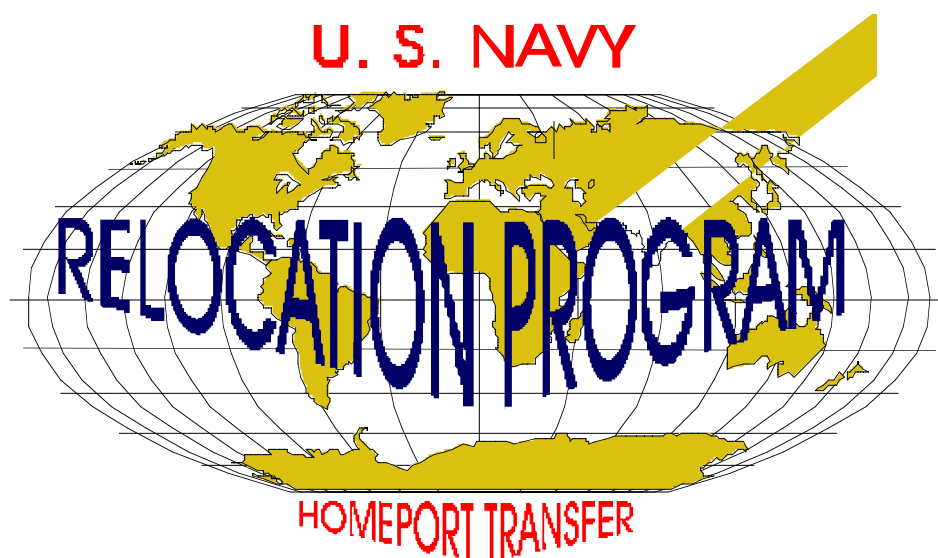


# COMMAND HOMEPORT TRANSFER KIT

## *WORKSHOP GUIDE*



**WORKSHOP**

## TABLE OF CONTENTS

I. INTRODUCTION .....	1
II. PREPARATION .....	2
A. WORKSHOP GOALS .....	2
B. WHEN AND WHERE TO CONDUCT THE WORKSHOP .....	2
C. WHO SHOULD ATTEND .....	3
D. FACILITATOR REQUIREMENTS .....	3
E. FACILITIES AND INSTRUCTIONAL AIDS .....	4
SESSION 1 - INTRODUCTION .....	5
SESSION 2 - IDENTIFICATION OF PARTICIPANT ISSUES .....	6
SESSION 3 - RESPONSE TO PARTICIPANT ISSUES .....	7
SESSION 4 - PUTTING ISSUES IN PERSPECTIVE .....	8
SESSION 5 - PERSONAL ACTION PLANNING .....	9
APPENDIX - PRESENTATION AIDS .....	10
CHART 1-A - GOALS AND OBJECTIVES	
CHART 1-B - FACILITATOR'S EXPECTATIONS	
"YAHOO" CHART	
"ANGRY" CHART	
PARTICIPANT WORKSHEET #1 - ISSUES AND CONCERNS	
CHART 3-A - PARTICIPANT RESPONSES	
CHART 3-B - PROCESS OF PARTICIPANT RESPONSES	
CHART 3-C - SUMMARY OF WORKSHOP PHASES I AND II	
CHART 4-A - LOSS OF CONTROL	
CHART 4-B - EXCESS UNCERTAINTY	
CHART 4-C - SURPRISE, SURPRISE!!	
CHART 4-D - THE "DIFFERENCE" EFFECT	
CHART 4-E - CONCERNS ABOUT FUTURE COMPETENCE	
CHART 4-F - MORE WORK	
CHART 4-G - PAST RESENTMENTS	
CHART 4-H - SOMETIMES THE THREAT IS REAL	
CHART 4-I - ADAPATION TO CHANGE	
CHART 4-J - WHY DO PEOPLE RESIST CHANGE?	
CHART 5-A - SUPPORT SERVICES	
CHART 5-B - DEVELOPING A POSITIVE ATTITUDE	
PARTICIPANT WORKSHEET #2 - PERSONAL ACTION PLAN	

## **I. INTRODUCTION**

This workshop is designed as a 3- to 4-hour (depending on number of participants and number of issues raised) workshop for crew members and their families to help deal with the stress associated with the Command Homeport Transfer activities. All crew members and their family members should be encouraged to attend, especially those in leadership positions.

The primary objective of this workshop is to help individuals understand that their responses to the stresses of a homeport change are normal and shared by their peers. With this awareness, individuals should then be able to take specific steps to deal effectively with their concerns.

There are five phases or sections to the workshop:

1. **Opening Activities** are used to establish the goals, objectives, and procedures of the workshop and for introductions of the facilitators and participants.
2. **Identification of Participant Issues** is a means by which to develop a specific focus for this workshop by providing an opportunity for the participants to specify *their* individual and/or family concerns and expectations regarding the transfer.
3. **Response to Participant Issues** deals with processing individual and/or group concerns. The facilitators assist participants in discovering that most concerns are shared and are generally normal responses to matters of change and associated stress.
4. **Putting Issues in Perspective** affords facilitators an opportunity to present and discuss research findings and simple models depicting emotional and psychological responses to change in Navy terms associated with relocation and command homeport transfer events.
5. **Personal Action Planning** is used as an alternative to internalizing concerns. The facilitators are provided simple guidelines for individuals to develop positive action plans.

The workshop can be conducted in a variety of settings such as on board the ships or on shore sites such as Navy Family Service Centers (FSCs). The workshop is designed to be cofacilitated by a Command representative and a trained individual from an FSC Relocation Assistance Program. Command representatives should be selected on the basis of credibility and facilitation skills; for example, COs, XO's, Chaplains, Command Master Chiefs, Career Counselors, and/or members of the Command Training Team.

## **II. PREPARATION**

This workshop guide is provided as a baseline model. It is expected that individual facilitators/presenters will modify and enhance many, if not all, of the sessions as outlined in this guide.

### **A. WORKSHOP GOALS**

At the outset it is important to understand that this workshop is NOT a substitute for handling issues relating to standard support services provided by the command such as housing, transportation, legal matters, and so forth. However, the workshop is designed

- as an opportunity for individuals to identify issues that have arisen as a result of the transfer such as increased stress (individual and/or family), inability to cope with increased demands, and concerns about functioning in a new setting;
- as a forum for individuals to discuss issues and experienced-based solutions;
- to provide a researched-based perspective on "normal" responses to change;
- to identify other support services; and
- to assist individuals to develop a personal action plan.

This workshop relies most heavily on facilitation rather than "expertise" on the part of the workshop leaders. Most of the workshop is devoted to the participants expressing their concerns and the participants offering alternative solutions to deal with the raised concerns.

Session Four does require that at least one of the workshop leaders become familiar with some of the literature on the effects of change on individuals, leaders, and managers as well as organizations as a whole. However, the charts and handouts provided in the Appendix should be sufficient to present effectively the major learning points regarding change.

### **B. WHEN AND WHERE TO CONDUCT THE WORKSHOP**

This should be at the discretion of the command that is involved in the homeport transfer. At any time after the command has been officially notified to make the homeport change, the FSC may be called upon to deliver one or more of these workshops. There is a good possibility

that the command may require that the workshop be conducted in conjunction with the "Homeport Transfer Fair" (see ***RACC/FSC Guide***).

It is anticipated that all of these workshops will be conducted prior to the transfer and conducted by the "losing" command's FSC. However, there may be times when there is a request for this workshop after the transfer has occurred. In these cases, there may be a need to make some adjustments to the workshop in terms of time references, but otherwise the workshop design should hold up.

The minimum materials required to conduct this workshop are few and mainly contained in the guide. Therefore, the setting of the workshop should pose few, if any, problems. Settings could be at the FSC, the base Chapel, on board the command, and so forth.

### **C. WHO SHOULD ATTEND**

Again, attendance will be at the discretion of the command. It has been recommended that all command personnel and their families would benefit from participating in this workshop.

If only people who are having "problems" are "forced" to attend, the facilitators will be confronted with a possibly hostile and unresponsive group (or a very hostile and loudly negative group). This may not be desirable, but it may well be a frequent occurrence.

If workshop attendance is solely on a volunteer basis, the FSC should provide (perhaps in conjunction with the command) certain amenities to increase the likelihood of meaningful attendance numbers. The amenities might include child care, parking, refreshments, and so forth.

If necessary, it is possible to offer a "Teen" version of this workshop.

### **D. FACILITATOR REQUIREMENTS**

Ideally, this workshop should be cofacilitated by a member of the FSC staff along with a command representative.

The FSC should provide an individual who has experience as a facilitator and who has given time to prepare the presentation of Session 4, "Putting Issues in Perspective." The FSC representative should have the responsibility for setting up all workshop materials (copying handouts, preparing newsprint, etc.)

The command should provide an individual as a cofacilitator who has credibility with the command. It should be considered an added benefit if this individual is also a skilled facilitator.

Generally, the FSC representative will take the role of lead facilitator. This may be the path of least resistance for all. However, it is recommended that this be negotiated between the facilitators. There are a host of benefits if the lead facilitator is also the command representative. In either case it is essential that *both* facilitators play an active, supportive, and interactive role throughout the workshop.

If possible, the workshop should be opened with an address by the Commanding Officer (CO) of the transferring command. Having the CO present to address the group will maximize attendance. At a minimum a command representative should convey a message from the CO.

## **E. FACILITIES AND INSTRUCTIONAL AIDS**

The Appendix to this kit contains charts that can be made into vu-graphs and/or handouts as well as worksheets that can be copied and distributed to participants.

### **1. Facilities**

- Any place that can be set up as a classroom setting
- Should be made as comfortable as possible
- Should be able to accommodate both men and women
- Attendees should incur no costs
- Baby-sitting should be provided
- Parking should be provided
- Refreshments (coffee, juice, cookies, etc.) can be offered

### **2. Instructional Aids**

- Copies of handouts provided in this guide
- Newsprint (large display paper)
- Easel (optional)
- Marker pens
- Masking tape

## SESSION 1 - INTRODUCTION

**TIME:** 30 to 45 minutes

### **OBJECTIVES:**

1. To establish workshop goals and objectives
2. To outline workshop process and procedures
3. To establish an open, nonattribution, and interactive environment

### **RECOMMENDED PROCEDURES:**

1. Facilitators introduce themselves to the participants.
2. Present workshop goals and objectives as outlined on **Chart 1-A** (see **Appendix**).
3. Review any administrative issues such as child care, messages, location of washroom facilities, etc.
4. Review workshop rules as outlined on **Chart 1-B**.
5. Have participants introduce themselves. Depending on the size of the group and time limitations, more elaborate introductory activities can be used such as the following:
  - On one wall place a piece of paper with the phrase "Overjoyed with the homeport transfer" (see "**YAHOO**" chart).
  - On the opposite wall place a piece of paper with the phrase "really angry with the homeport transfer" (see "**Angry**" chart).
  - Direct the participants to form a single line from one wall to the next and to place themselves at that point between the signs that best represents their feelings.
  - Form pairs, matching the extremes, that is, most angry with most overjoyed, second most angered with second most overjoyed.
  - Have individuals in the pairs interview each other for name, something about their family, and their expectations for this workshop.
  - Have the group return to their seats and have each individual introduce the person they interviewed to the group.

Alternative "ice-breaker" activities favored by the facilitators can be substituted.

6. After the introduction/ice-breaking exercise DO NOT take a break - rather begin the second session of the workshop.

## SESSION 2 - IDENTIFICATION OF PARTICIPANT ISSUES

**TIME:** 30 minutes

### **OBJECTIVES:**

1. Identification of individual/family issues/concerns regarding the homeport transfer.
2. Categorization and display of group issues/concerns.

### **RECOMMENDED PROCEDURES:**

1. Make copies of **Participant Worksheet #1** (Issues and Concerns) for each participant. Instruct the participants to complete the worksheet; allow 10 minutes. Let them know that their responses should be spontaneous and that their responses will be anonymous to the group.
2. Collect the worksheets and shuffle them so that any given response cannot be identified with a specific participant.
3. At this time allow for a 15-minute break.
4. During this time the facilitators should use **Chart 3-A, Participant Responses**, as a guide to develop a larger display using "newsprint" or easel paper. On this larger display list the responses (be as literal as possible within the limits of good taste) for each category. When completed, place the display in the front of the room in view of all the participants. Use **Chart 3-B, Process of Participant Responses**, to develop a similarly large display, but with no information placed in the cells. This second chart will be used to process or deal with specific issues of concern to the group as a whole.



**SESSION 3 - RESPONSE TO PARTICIPANT ISSUES**

**TIME:** 60 to 90 minutes

**OBJECTIVES:**

1. Agreement among participants that most issues/concerns are shared.
2. Listing of statements of how individuals in the group have successfully dealt with listed issues and/or concerns.
3. Understanding that the range of responses to stress is normal and that the underlying support of other crew members, spouse, family members, and command remains as the primary source of understanding and support.

**RECOMMENDED PROCEDURES:**

1. When the group returns from break, post on the wall and describe **Chart 3-A** as a representation of the group's issues for each category. Be sure to note that care has been taken to list items so that responses could not be identified with any single individual.
2. Ask the group to select any item from the chart for discussion.
3. When an item has been selected, write it in the first column on **Chart 3-B**. Ask if anyone in the group has dealt with this kind of issue in the past and ask him or her to describe the situation, identify who or what helped, and describe the outcome.
4. Invite exchange and dialogue among the participants. Encourage participation from all.
5. Facilitators should record in the second column of **Chart 3-B** those coping mechanisms provided by the group.
6. Depending on the size of the group, the number of issues, and the length of discussions, the facilitators will need to judge when to move to the next issue.
7. When the group is satisfied that all the important issues have been covered, the facilitators should use **Chart 3-C, Summary of Workshop: Phases I and II**, to summarize this phase of the workshop.
8. Allow for a 10- to 15-minute break.

SESSION 4 - PUTTING ISSUES IN PERSPECTIVE

**TIME:** 30 - 40 minutes

**OBJECTIVES:**

1. Participants will understand how their concerns and issues are, for the most part, a standard and normal response to the pressures associated with change.
2. Participants will understand that family, command and other Navy services (FSC, Chaplains, etc.) are available to assist individual and or families in dealing with the stresses associated with change.

**RECOMMENDED PROCEDURES:**

1. Use Chart 4-A through Chart 4-H to show research findings on the issue of response to change. These charts are based on research done by Rosabeth Moss Kanter and excerpted from *Managing the Human Side of Change*. It is suggested that the facilitators begin this discussion by citing Ms. Kanter's perspective that

"How people greet a change has to do with whether they feel in control of it or not. Change is exciting when it is done by us, threatening when it is done to us."

As each chart is presented invite participants to relate examples from their experience. Facilitate the group to list examples of coping with each specific situation.

2. Use **Chart 4-I, Adaptation to Change**, to show a normal array of group responses to change.
3. Use **Chart 4-J, Why Do People Resist Change?**, to show similarity of these standard responses to the concerns listed by the group during Phases II and III of this workshop.
4. If time is available, allow for break.

## SESSION 5 - PERSONAL ACTION PLANNING

**TIME:** 15-30 minutes

### **OBJECTIVES:**

1. Participants will understand the range of available services and how to obtain them.
2. Participants will recognize the importance of taking action rather than internalizing negative feelings.
3. Participants will develop Personal Action Plans.

### **RECOMMENDED PROCEDURES:**

1. Use **Chart 5-A, Support Services**, to list types of recommended actions and/or services that are available to the participants. Modify and/or add to reflect those unique services available in your area.
2. Display or reference **Chart 5-B, Developing a Positive Attitude**. Note that it is easier and preferable to be proactive about the homeport transfer if one has a positive attitude. Starting at the bottom of the pyramid, ask for examples of some concrete issues that each individual and/or family must deal with such as housing, transportation, schools, and so forth. Note that these matters are supported by a wide range of services available through the command and/or community at large. Next, ask the participants to list some of emotions they may be feeling with regard to the transfer such as anger, elation, fear, positive anticipation, and so forth. Ask the participants how these emotions impact on their ability to deal with concrete matters. Continuing up the pyramid, ask the participants to note how their faith in others, such as their church or congregation, is a source of strength and support in times of stress.
3. Make copies of Participant **Worksheet #2, Personal Action Plan**, for each participant. Allow time for them to complete the worksheet.
4. If time allows, summarize by reviewing each of the phases of the workshop.

## APPENDIX

## GOALS AND OBJECTIVES

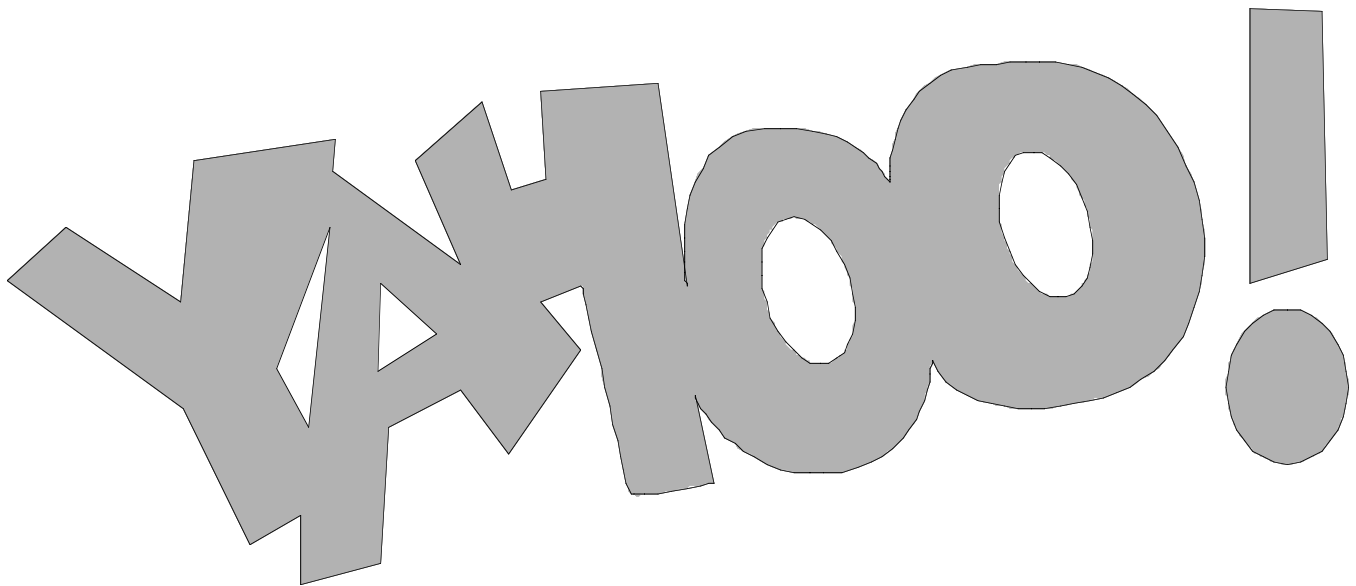
Provide participants an opportunity to

- ◆ List issues and concerns regarding the Homeport Transfer.
- ◆ List suggested strategies for dealing with their issues and concerns.
- ◆ Recognize that the responses they have about their concerns are the same as most others who are confronted with change.
- ◆ Identify available support resources and know how to obtain these services.
- ◆ Develop a Personal Action Plan to help them with their concerns.

## **FACILITATORS' EXPECTATIONS**

- ◆ Participants will actively participate.
- ◆ Participants will not interrupt others.
- ◆ Participants will return from breaks at the scheduled time.

# **OVERJOYED WITH THE HOMEPORT TRANSFER**



# REALLY ANGRY WITH THE HOMEPORT TRANSFER





## ISSUES & CONCERNS

**My most immediate concern is:**

---

---

**The issues that I would most like to discuss are:**

---

---

**The issues that affect my spouse are:**

---

---

**The issues that affect my family are:**

---

---

**At this time, my expectations of the command are:**

---

---

---

## **PARTICIPANT RESPONSES**

(Facilitators should use this as a model to prepare a large display)

**Most immediate concerns are:**

**Discussion issues are:**

**Issues affecting spouses are:**

**Issues affecting families are:**

**Expectations of the command are:**

**CHART 3-B**

**PROCESS OF PARTICIPANT RESPONSES**

(Facilitators should use this as a model to prepare a large display)

<b>Issues</b>	<b>Group Suggestions for Dealing with These Issues</b>

## SUMMARY OF WORKSHOP PHASES I AND II

Change may promote stress.

It is normal to have feelings that may be  
negative toward self, spouse, and command.

It is also important to understand  
that the primary sources to help  
cope with stress are

- Your Spouse
- Family Unit
- Command Support



# LOSS OF CONTROL

It is powerlessness that corrupts, not power. When people feel powerless, they behave in petty, territorial ways. They become rules minded, and they are overcontrolling because they are trying to grab hold of some little piece of the world that they do control and then overmanage it to death. One way we resist control is to resist everyone else's new ideas.

# EXCESS UNCERTAINTY

Simply not knowing enough about what the next step is going to be or feel like makes comfort impossible. They resist change because they reason, "It is safer to stay with the devil you know than to commit yourself to the devil you don't." Commands that do not share enough information with their crew and family members about exactly what is happening at every step of a change process, and about what they anticipate happening next, make a mistake because they increase the resistance

## **SURPRISE, SURPRISE!!!**

A third reason for resisting change is the surprise factor. Commands frequently make this mistake when introducing unanticipated changes. They wait until all decisions are made, and then spring them on an unsuspecting crew and families. Decisions for change can be such a shock that there is not time to assimilate or absorb them, or see what might be good about these changes.

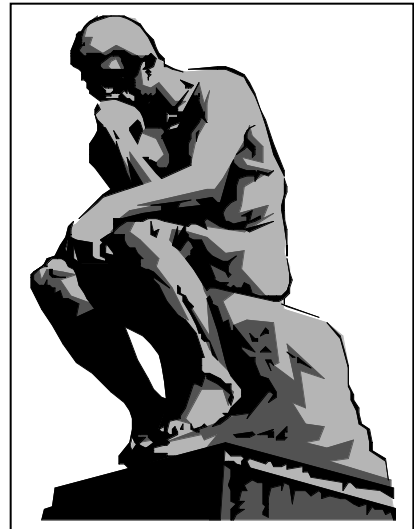
## THE "DIFFERENCE" EFFECT

The fact that change requires people to become conscious of, and to question, familiar routines and habits. In introducing the prospect of a new homeport location, some individuals are likely to resist the reality of the new location because the difference effect makes them start feeling self-conscious, requires that they question even the habitual things that they do, and demands that they think about behavior that used to be taken for granted. The extra effort required to "reprogram" the routines is what causes resistance to the change.



## CONCERNS ABOUT FUTURE COMPETENCE

Sometimes people resist change because of personal concerns about their future ability to be effective after the change: Can I do it? Will I make it under the new conditions? These concerns may not be expressed aloud, but they can result in finding many reasons why change should be avoided. Commands have to be sensitive enough to the management of change to make sure that nobody feels stupid, that everyone has a chance to be a learner, to come to feel competent in new ways.

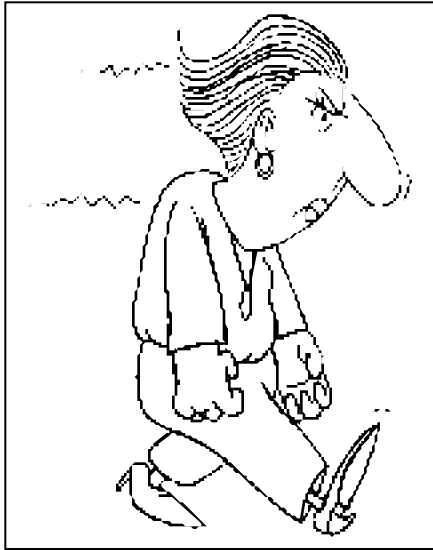


# MORE WORK

One reasonable source of resistance to change is that change is simply more work. The effort it takes to manage things under routine circumstances needs to be multiplied when things are changing. Change requires more energy, more time, and greater mental preoccupation. change does require above and beyond effort. It cannot be done automatically, it cannot be done without extra effort, and it takes time.

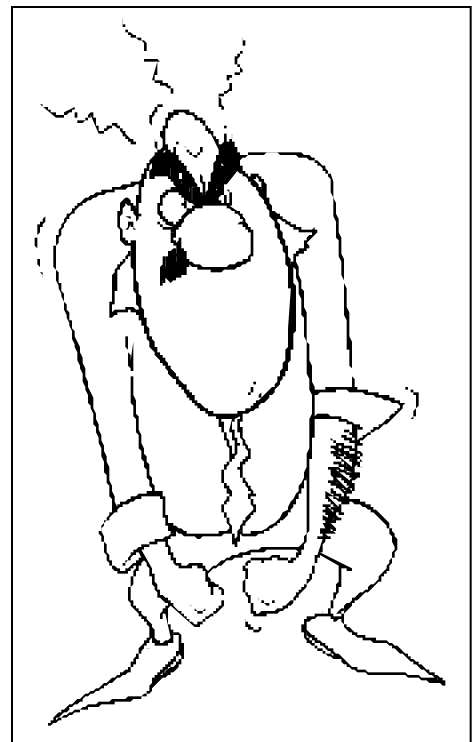


## PAST RESENTMENTS



This is a reality of military life: those cobwebs of the past that get in the way of the future. Anyone who has a gripe with the "system" or any of the key players in the change is likely to resist having to change. The

conspiracy of silence, that uneasy truce possible as long as everything remains the same and people can avoid confrontations, is broken when you ask for change. Unresolved grievances from the past rise up to entangle and hamper the change effort. Going forward can thus mean first going back listening to past resentments and repairing past rifts.

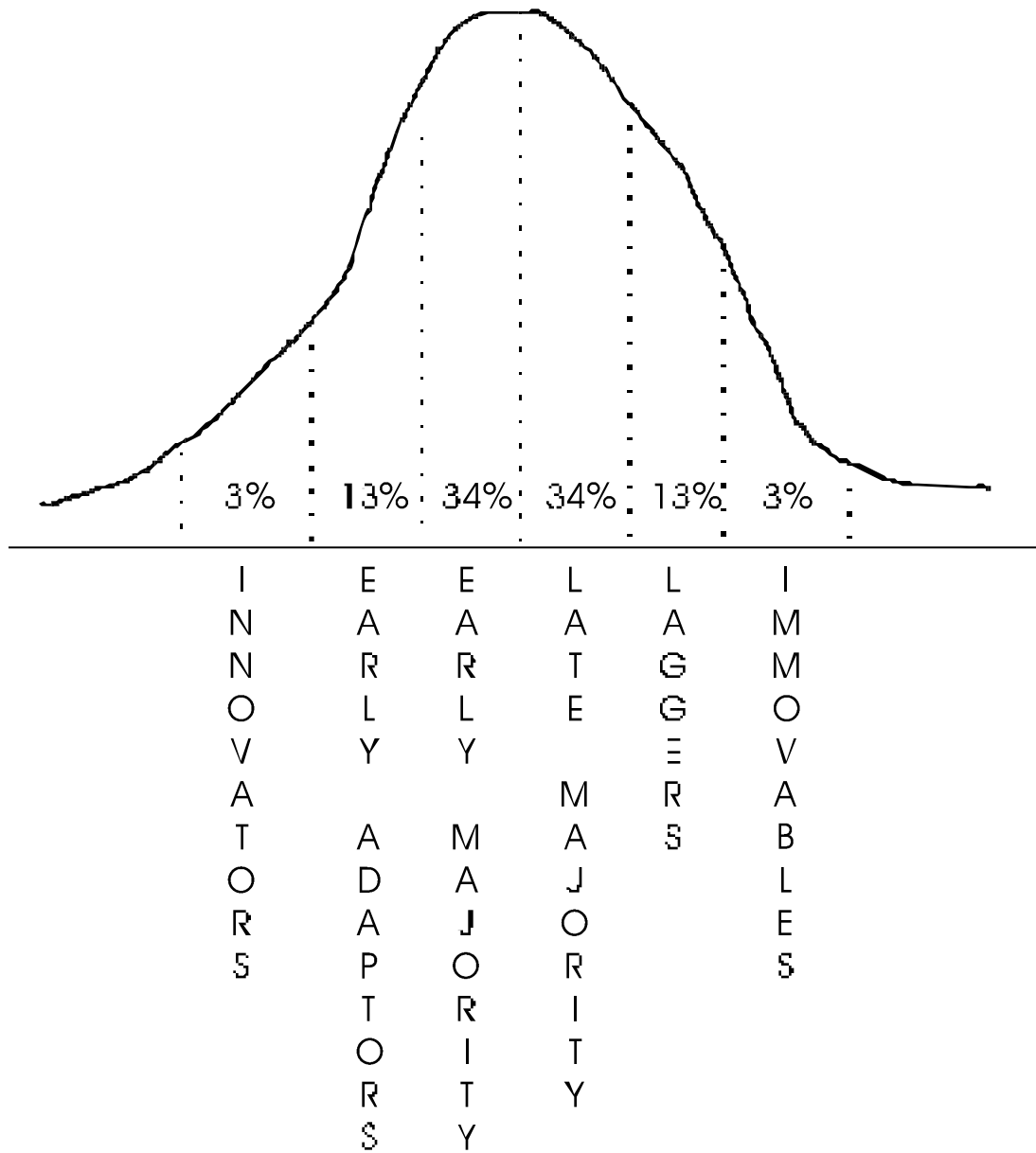


## **SOMETIMES THE THREAT IS REAL**

Sometimes a homeport change does create winners and losers. Sometimes people do lose status, clout, or comfort because of the change. It would be naïve to imagine otherwise. In fact, managing change well means recognizing its political realities. The important thing is to avoid pretense and false promises. If someone is going to lose something, they should hear about it early, rather than worrying about it constantly and infecting others with their anxiety or antagonism.

CHART 4-I

# ADAPTATION TO CHANGE



## WHY PEOPLE RESIST CHANGE

Fear of change	Old habits
Fear of the unknown	Bad timing
Lack of understanding	Comfortable with the status quo
Hidden agendas	Personality conflicts
Value systems are different	Just not interested
Ignorance	Fear of decreased income
Lack of trust	Afraid it involves more work
"What's in it for me?"	Peer pressure
Fear of being in the minority	Equates change with all
Threatens their security	others (that were negative)
Success at present setting	

## **SUPPORT SERVICES**

### **Personal**

Open and frank discussion with spouse

### **Command Representatives**

Commanding Officer/Executive Officer

Command Master Chief

Career Counselor

Chaplain

Ombudsman

### **Family Serve Centers**

SITES Reports

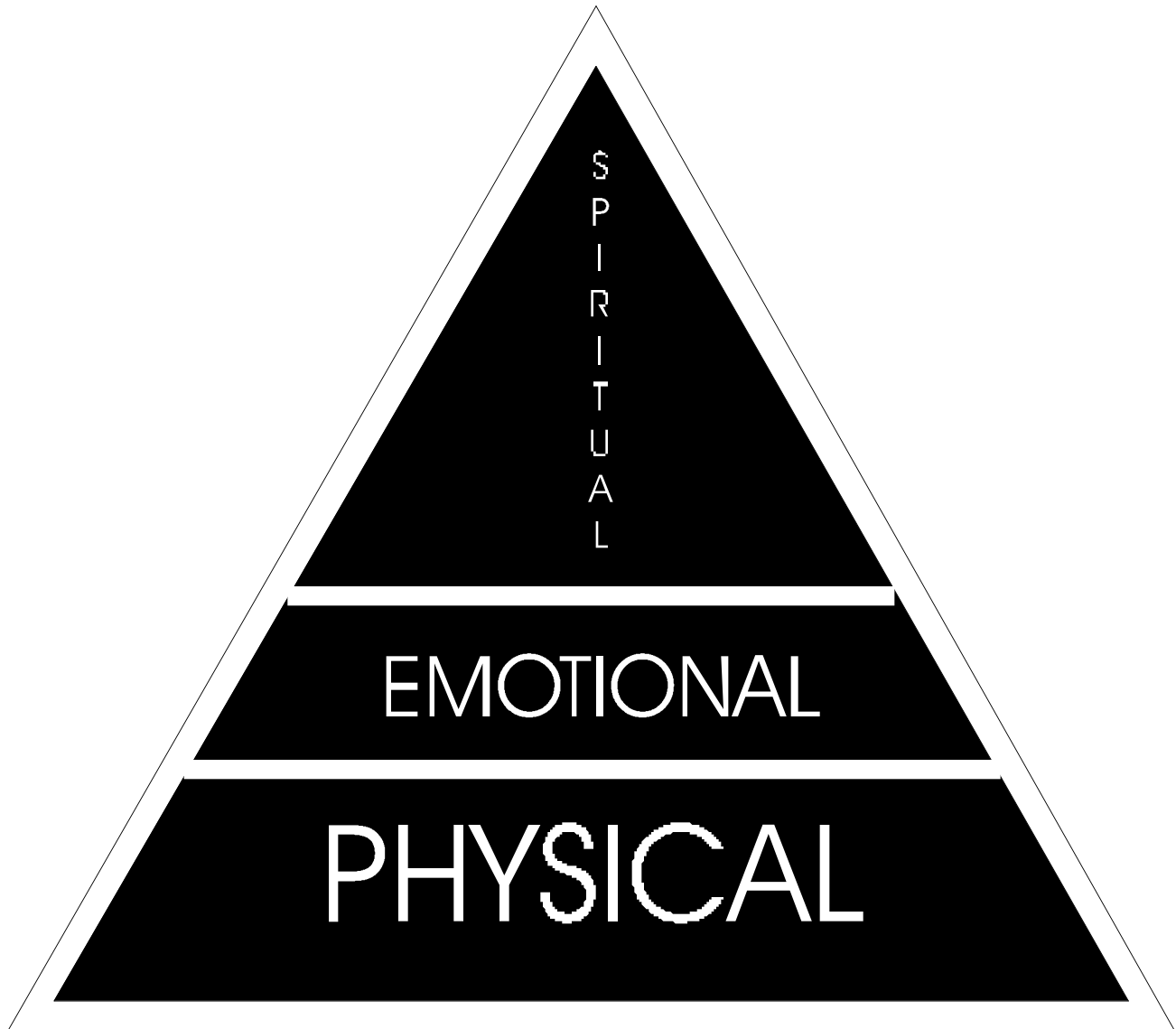
Welcome Aboard Packets

Counselors

Social Workers

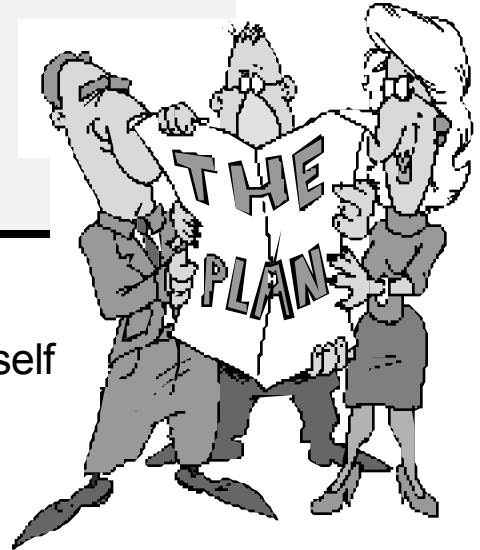
Workshops like "Anger Management" and "Stress Management"

## DEVELOPING A POSITIVE ATTITUDE





## PERSONAL ACTION PLAN



Describe one action you will take to help yourself to better deal with this homeport transfer.

---

---

---

Describe one action you will take to help your spouse to better deal with this homeport transfer.

---

---

Describe one action you will take to help your children/family to better deal with this homeport transfer.

---

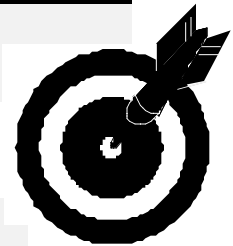
---

Describe one action you will take to assist other crew members and/or families to better deal with this transfer.

---

---

## GOALS AND OBJECTIVES



Participants will be able to list issues and concerns regarding the Homeport Transfer.

Participants will be able to list suggested strategies for dealing with their issues and concerns.

Participants will recognize that the response they have about their concerns is the same as most other people who are confronted with change.

Participants will be able to identify available support resources and know how to obtain these services.

Participants will be able to develop a Personal Action Plan to help them with their concerns.